



**English Language Arts
Grade 4
Fall 2006**

**Peer Response to the Student Writing Sample
Released Item # 37
Scoring Guide**



REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

I care for my dogs a lot. I feed them three times a day. I let them go outside in our fenced back yard. I like to let them go outside because I can watch them play around. I like to purchase dog toys. I get them a lot of dog toys. I like to get things for my dogs because they do not care what they get. I like to play catch with my dogs. Sometimes we take them for a ride in the car I like to roll down the window and let them stick out their noses. I also like to teach them to did tricks. I can tell they are intelajent. My cat will purr when she is happy. If I put a treat on their nose, they can push it into the air and eat it. I even like to take them for walks at the park at school and around the block. I like it because they do not pull you to the ground like my Uncle Joe's dogs do. I like to care for my dogs because my dogs are very good and my dogs obey me. They are very cool dogs. That's how I care for my dogs.

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

37 What would be a good title for this student writing sample? Why?

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 3B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Document**.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

NOTES/PLANNING

Michigan Educational Assessment Program
Writing: Peer Response to the Student Writing Sample
Grade 3-8
Holistic Score Point Description

Here is an explanation of what readers think about as they score this writing:

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

Condition codes for unratable papers (zeroes):

- A – Off Topic
- B – Written in a Language other than English or Illegible
- C – Blank or Refusal to Respond
- D – Summarized, revises, and/or copies the student sample, making no connection to the question asked

Anchor Paper 1

I know how to took care of my Dogs!

Anchor Paper 1
Score Point 1

This response demonstrates an attempt to address the task by presenting a title for the writing sample (*I know how to took care on my Dogs!*), but because the student does not explain why the title was chosen, little understanding of how to choose a title (i.e., the effective elements of writing that are relevant to the task) is shown.

Anchor Paper 2

The writer a good job
on word choice and
punctuation. Put some
good details on their
dog.

I wish the writer
would of said on
Topic about the dogs
She need a title for an
essay My Dogs. The
writer used the word
I too much in the
story. There were some
spelling were for example
intelligent should of
been spelled intelligent.

Anchor Paper 2
Score Point 1

This response demonstrates an attempt to address the task by presenting a title for the writing sample (*My Dogs*), but because the student does not explain why the title was chosen, little understanding of how to choose a title (i.e., the effective elements of writing that are relevant to the task) is shown. The remainder of the response is a critique of the writing sample and does not enhance the response.

Anchor Paper 3

About My dogs. I chose that
tittle becauo it tells about how to
tak care of dogs.

Anchor Paper 3
Score Point 2

This response demonstrates a limited ability to address the task by offering a title for the writing sample (*About My Dogs*), and supporting that title with general information from the writing sample (*...becaus it tells about how to tak care of dogs.*). This response shows a limited understanding of the effective elements of writing.

Anchor Paper 4

My Dogs because
this person really
cares about his or her
dogs. And that he or her
likes to buy toys for
the dogs to and the
dogs likes he or her.

Anchor Paper 4
Score Point 2

This response demonstrates a limited ability to address the task by presenting a title for the writing sample (*My Dogs*), and supporting that title with vague information about the writing sample (*...because this person really cares about his or her dogs.*), thereby showing a limited understanding of the effective elements of writing.

Anchor Paper 5

I think, the student should name the title of this writing. The way I care for my dogs, because the whole writing was about how the student cares for thier dogs. It also talks about what the student buys toys for thier dog, and how they live. They also said how much they feed thier dog, and where she walks them. That is why I think it should be named: The Way I care for my dogs.

Anchor Paper 5
Score Point 2

This response demonstrates a limited ability to address the task by giving a title for the writing sample (*The way I care for my dogs*), and supporting that title by citing general information from the writing sample (*...because the whole writing was about how the student cares for thier dogs.*). The additional general details from the writing sample do not enhance the response.

Anchor Paper 6

I think a good title would
be, I care for my dogs.
I think that would be a good
title because she feeds them
three times a day, and gets
them lots of dog toys, and
gives them rides in her car.

Anchor Paper 6
Score Point 3

This response addresses the task by providing a title for the writing sample (*I care for my dogs*). The student supports choosing that title by citing specific details relevant to the writing sample (*...because she feeds them three times a day, and gets them lots of dog toys, and gives them rides in her car.*), demonstrating some understanding of the effective elements of writing. Surface feature errors do not interfere with the meaning of the response.

Anchor Paper 7

I think the title should be called *My Dogs*. Because they talk about what her dogs do. Like my dogs do tricks and my dogs stick their heads out the window of the car. Plus her dogs walk around the block to the school park. That's why it should be called *My Dogs*.

Anchor Paper 7**Score Point 3**

This response addresses the task by presenting a title for the writing sample (*My Dogs*), and supports choosing that title by citing general information from the writing sample (...because they talk about what her dogs do.). The student also presents specific details from the writing sample to support her reason for the title (...my dogs do tricks...stick their heads out the window...walk around the block to the school park.).

Anchor Paper 8

I think a good title for this student sample would be, *How I Care For My Dogs*.

I think a good title for this student sample would be *How I Care for My Dogs* because, he or she tells how he or she takes care of them like, I feed them three times a day and I like to purchase dog toys and I like to play catch with my dogs. I let them go outside in our fenced back yard I even like to take them for walks at the park at school and around the block

**Anchor Paper 8
Score Point 3**

This response addresses the task by providing a title for the writing sample (*How I Care for My Dogs*), and supporting that title by citing specific details from the writing sample (*...I feed them three times a day and I like to purchase dog toys and I like to play catch with my dogs...let them go outside...take them for walks...*). This response demonstrates some understanding of the effective elements of writing.

Anchor Paper 9

I think a good title for this piece of writing would be My Wonderful Dogs. The writer talks about how great his dogs are, what they do, how the writer takes care of them, and compares them with the ^{person's} uncle Joe's dogs. The writer's dogs doesn't push you to the ground like the ~~writer's~~ uncle Joe's dogs. It also tells how the dogs obey the writer. That's why I think My Wonderful Dogs would be a good title for this kind of writing.

Anchor Paper 9**Score Point 4**

This response clearly addresses the task by presenting a title for the writing sample (*My Wonderful Dogs*), and supporting the title with specific details from the writing sample (*The writer talks about how great his dogs are, what they do, how the writer takes care of them, and compares them with the person's Uncle Joe's dogs.*). The student continues with specific details from the writing sample (*...dogs doesn't push you to the ground...dogs obey the writer.*) to more clearly support the title, demonstrating an understanding of the effective elements of writing.

Anchor Paper 10

I think the title should be Why I Like to care for my dogs. Some sentences ^{that} explain that he likes to take care of his dogs are: I like to care for my dogs because they are very good and they obey me. He also likes to play catch with his dogs because they bring back the Ball all the time. He likes to let them outside too because he likes to watch them play around. He even likes to take them for walks at the park and at school sometimes around the block. He likes to purchase dog toys for them so he can play with them. That is why I think the story should be titled Why I Like to Care for my dogs.

Anchor Paper 10
Score Point 4

This response clearly addresses the task by providing a title for the writing sample (*Why I like to care for my dogs*), and supporting the title with specific details from the writing sample (*they are very good and they obey me...they bring back the ball...he likes to watch them play...likes to purchase dog toys for them so he can play with them.*). The title demonstrates an understanding of the effective elements of writing by clearly addressing the contents of the writing sample and the included details offer good evidence in support of the title.